

Year 1	Word Reading Applies phonic knowledge to decode word	Comprehension Reading age-appropriate texts
Secure	<ul style="list-style-type: none"> • reads aloud books that are consistent with developing phonic knowledge • responds speedily with the correct sound to graphemes for all 40+ phonemes including, where appropriate, alternative sounds for graphemes • reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught • reads CEW with some fluency and begins to notice unusual correspondences between spelling and sound and where these occur in a word • reads words containing known GPCs and <i>-s, -es, -ing, -ed, -er</i> and <i>-est</i> endings • reads words of more than one syllable that contain known GPCs • reads words with contractions • begins to take account of punctuation when reading • begins to use context clues to help reading for meaning • re-reads books to develop confidence, fluency and expression 	<ul style="list-style-type: none"> • listens to and discusses a wide range of poems, stories and non-fiction at a level beyond which can be read independently • links what they hear or read to their own experiences • retells stories they have read, heard and discussed using appropriate vocabulary • talks about what is read to them, taking turns and listening to others. Expresses opinions based on these • explains understanding of what they have read • talks about particular characteristics of different types of stories • talks about the significance of the title and events • makes inferences on the basis of what is read • makes simple predictions • learns and appreciate rhymes and poems and can recite some by heart • discusses word meanings, making links to known words • retells, using significant events and main points in sequence • reads checking texts make sense and correcting inaccurate reading
Year 2	Word Reading Applies phonic knowledge to decode word	Comprehension Reading age-appropriate texts
Secure	<ul style="list-style-type: none"> • applies phonic knowledge and skills consistently to decode age-appropriate texts accurately and without undue hesitation • sounds out unfamiliar words accurately, without undue hesitation • automatic decoding, using phonics, is embedded and reading is fluent • recognises and effortlessly decodes alternative sounds for graphemes • reads accurately words of two or more syllables, containing known graphemes • recognises and effortlessly decodes most CEW • reads most words quickly and accurately, without overt sounding and blending, when they have been encountered frequently • reads words containing common suffixes • reads age-appropriate texts with fluency and confidence • notices when reading does not make sense and takes appropriate action • begins to use expression and intonation to engage a listener, when reading aloud • self-corrects and re-reads to make ensure fluency and meaning 	<ul style="list-style-type: none"> • regards reading as a pleasurable activity • identifies sequences of events in texts and offers simple explanations of how items of information relate to one another • demonstrates familiarity with, and can retell, a wide range of stories, fairy stories and traditional tales • recognises and understands the different structures of non-fiction books that have been introduced • shares favourite words and phrases, and clarifies the meaning of new words through discussion, and by making links to known vocabulary • learns and recites a repertoire of poems by heart, using appropriate intonation to help make the meaning clear • demonstrates understanding of what is read independently, or listened to, by drawing on own knowledge, and information and vocabulary provided • constructs meaning whilst reading independently, self-correcting where the sense of the text is lost • makes inferences on what has been read • asks and answers questions appropriately, including those based on inference of what is said and done • makes predictions on the basis of what has been read so far • participates in discussions, offering opinions and explanations for these about books, poems and other materials • exercises choice in selecting books

Year 3	Word Reading Applies phonic knowledge to decode words.	Comprehension Reading age-appropriate texts Participates in discussions about books
Secure	<ul style="list-style-type: none"> • reads a range of texts with fluency, understanding and expression • talks about different strategies that can be used to help make sense of reading • begins to select the most effective strategy • self-corrects without prompting when necessary 	<ul style="list-style-type: none"> • reads silently for longer periods of time • reads for a range of purposes • checks reading makes sense • talks about their understanding and tries to explain the meaning of words in context • reads and discusses a variety of text types • talks about personal likes and dislikes of books read and, when prompted, can support these views and opinions with reasons • asks questions to improve understanding of the text • infers reasons for action and events • identifies words and phrases used to create mood and tension • offers reasons for authors' choice of vocabulary • begins to summarise what has been read • picks out key points when sequencing fiction • offers explanation for layout or organisational features used within a text • makes comparisons between stories and between non-fiction texts comparing like with like • identifies some different forms of poetry • prepares poetry to be read aloud
Year 4	Word Reading	Comprehension Reading age-appropriate texts Participates in discussions about books
Secure	<ul style="list-style-type: none"> • reads most words effortlessly at a speaking pace • Uses knowledge of phonics, root words, suffixes and prefixes to determine pronunciation and meaning of unfamiliar words • reads further CEW noting unusual correspondences between spelling and sound and where these occur in words • reads aloud with appropriate volume 	<ul style="list-style-type: none"> • reads a wide range of fiction and non-fiction, including poetry. • talks confidently about a wide range of books read, retelling narratives, summarising information and offering opinions • talks about themes and conventions when discussing books • understands the different reasons for reading – for pleasure / to find information, for example • uses the structure of books to navigate around texts • selects books based on own reading experiences and preferences • talks about known authors • reads independently with sustained concentration • offers inferences and predictions and explains rationale behind these, making reference to the text as appropriate • identifies how language, structure and presentation contributes to meaning • recognises different forms of poetry • prepares poems and play-scripts to be read aloud and performed showing understanding of intonation, tone and volume • talks about their own reading and reading choices

Year 5	Word Reading Applies phonic knowledge to decodes words	Comprehension Reading wide range of age-appropriate texts
Secure	<ul style="list-style-type: none"> • reads aloud with appropriate volume and expression to make meaning clear to the audience 	<ul style="list-style-type: none"> • reads an increasingly wide range of books • selects books based on reading experiences and knowledge of books • distinguishes between fact and opinion in non-fiction reading • explains the effect and impact of author viewpoint • discusses author’s use of language for impact and effect using technical terms (figurative language, similes, imagery, analogy, metaphor etc.) • begins to make comparisons across and between books • begins to show the influence of reading in writing • builds up a repertoire of poems that are known by heart • prepares poems and plays to read aloud
Year 6	Word Reading Applies phonic knowledge to decodes words	Comprehension Reading wide range of age-appropriate texts
Secure	<ul style="list-style-type: none"> • reads confidently, fluently and effortlessly a range of age-appropriate texts including novels, plays, poetry, non-fiction, reference and text books • determines meaning of new words by applying knowledge of root words, suffixes and prefixes • demonstrates appropriate intonation, tone and volume when reading aloud text, plays and poetry to make meaning clear to the audience 	<ul style="list-style-type: none"> • demonstrates a positive attitude to reading by frequently reading for pleasure, both fiction and non-fiction. • reads and demonstrates familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction and fiction from literary heritage, and books from other cultures and traditions). • recommends books to others based on own reading preferences, giving reasons for choice. • knows a wide range of poetry by heart. • explains how language, structure, and presentation, can contribute to the meaning of a text. • identifies themes and conventions demonstrating, through discussion and comment, understanding of their use in and across a wide range of writing. • draws on contextual evidence to make sense of what is read, and participates in discussion to explore words with different meanings. • comments on how language, including figurative language, is used to contribute to meaning. • makes comparisons within and across different texts. • draws inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. • makes predictions based on details stated and implied. • identifies key details that support main ideas, and uses them to summarise content drawn from more than one paragraph. • expresses views formed through independent reading and books that are read to them, explaining and justifying personal opinions, and courteously challenging those of others. • explains and discusses understanding of what has been read, including through formal presentations and debates,